DOCUMENT RESUME

ED 299 437 CE 051 071

TITLE	Career Beginnings Program.
INSTITUTION	Brandeis Univ., Waltham, MA. Center for Human Resources.
SPONS AGENCY	Commonwealth Fund, New York, N.Y.; Gannett Foundation, Rochester, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE	88
NOTE	41p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Aspiration; Career Education; *Career Guidance; Career Planning; College Bound Students; College Preparation; *Economically Disadvantaged; Higher Education; High Schools; *High School Students; Job Skills; *Job Training; Low Income Groups; *Mentors; *Work Experience Programs

ABSTRACT

Various materials are provided from the Career Beginnings Program. This program is described as a nationally organized, privately supported, locally based program in which colleges, businesses, and the community work together to provide career support and direction for low income youth. An executive summary discusses how the program works by combining four kinds of activities: a mentoring program, a college program, an enriched summer work experience program, and a year-round training program. A one-page summary of program accomplishments follows. A brochure for prospective students describes the program. Contents of an issue of the national newsletter of the Career Beginnings Program, "Beginning Now!," include testimonials of participants nationwide; some comments from mentors; an exchange of ideas, successes, and learning experiences from project cities; and an open letter to Career Beginnings students from a project manager. The last item is an issue of "Mentoring," which contains news and information for Career Beginnings mentors. The lead article discusses some special challenges of the next few months for Career Beginnings graduates. Another article presents an example of how mentors can become active promoters of the program in their communities. Other articles focus on techniques for developing self-esteem and self-reliance. Other contents include book reviews and suggested activities. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED299437

CAREER BEGINNINGS PROGRAM

Center for Human Resources
Heller Graduate School
Brandeis University
Waltham, MA 02254-91120

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M Carey-McCudden

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CG05-1071

BEST COPY AVAILABLE

Career Beginnings Program

EXECUTIVE SUMMARY

A Student's Viewpoint

"Before I began participating in Career Beginnings, school wasn't great for me. I didn't have any real goals or plans for after high school and not much confidence in myself. As I began to get involved in the program, I realized I would soon enter my senior year and maybe college wasn't a far-fetched idea after all. Through Career Beginnings, I found out about college and financial aid options that were available. My mentor was very helpful and supportive throughout the program and my preparation for college. My enthusiasm to go further in school grew and I found myself being congratulated by high school counselors and teachers who noticed the difference from last year.

Career Beginnings is a program for people who, like me, think they might want to go to college, but need some guidance in career and college choices. My advice to anyone who has the chance to be part of this program is to take full advantage of all the opportunities available to you."

- James R., Career Beginnings Student,
  Hartford, Connecticut

A Mentor's Viewpoint

"Many kids don't have the parental support of success that they need. For the time they're in the program, maybe for the first time in their lives, they're something special. The impact of that is immeasurable.

As a mentor you have to be patient and persistent and understanding. You need to reflect on how you were at that age and what was important to you.

You have to care. For a lot of these kids, the most important influence is knowing that someone cares."

- Donald Sewell, Jr.
  Assistant Manager, Ohio Bell
  Case Western Reserve University
  Career Beginnings Mentor

OVERVIEW

College attendance and graduation have come to be seen as the most certain route to adult economic success for young people. yet most programs for youth from poor families have stressed high school graduation and immediate transition to work.

The Career Beginnings Program helps high school students from low income families strengthen their chances to graduate from high school, gain admission to college or a skills training program, or obtain a full-time job with career potential.

The challenge addressed by Career Beginnings is enormous. One in five teenagers today lives in poverty. Many do not see college in their future. Few understand the lifelong consequences of not completing high school. To succeed, they need adults they respect to help them recognize and begin to achieve career and college ambitions, to work with them and help them to stay in school or to seek more training and education.

Career Beginnings has been a catalyst for over 5,000 high school juniors during the initial two years of the project, and we believe the program can help many more young adults in the future.

HOW DOES CAREER BEGINNINGS WORK?

Career Beginnings is a business-college and community initiative designed to build a career support system for teenagers from disadvantaged backgrounds. The program uniquely combines four different kinds of activities. First, it is a mentoring program, matching young people to individual business and professional leaders who help them develop career goals and educational opportunities. Career Beginnings provides training and support for the mentors to help them become effective advocates for youth. Second, it is a college program, run by two-year and four-year institutions, on their campuses and by their staff. Third, it is an enriched summer program, in which young people work in real jobs provided from a job pool created by the college and cooperating businesses. The participating students will also study part-

time in the summer, preparing themselves for further education or full-time jobs after high school graduation. Finally, Career Beginnings is a year-round program, staying with, training and supporting the youth until they enroll in college, training, or gain an entry level job with career potential.

In 1986, 24 colleges were chosen as Career Beginnings sites. Each year these colleges work with local business and high schools to pair 100 low-income, tenacious, academically average, motivated high school juniors, who are at risk of failing to finish their senior year, enter college or embark on a career, with volunteer mentors from the business and professional communities. Over an 18-24 month period, the mentors work with the students to sharpen their career interests and potential, providing assistance through high school graduation and their first year in college, a training program or on the job.

THE PROBLEM

Many high school juniors from low income families have shown real tenacity and effort by maintaining good school attendance, achieving a satisfactory academic record and contributing to their school and community. Still, they face grave risks of not fulfilling their potential.

- They may fail to finish their senior year because they become immersed in personal or family problems, become a parent, succumb to an immediate chance to earn money, or simply underestimate the lifelong financial and other dividends of earning a diploma.
- They may fail to apply for admission to college or other post-secondary education for which their abilities and achievements qualify them.
- They may fail, even after graduating from high school, to begin their careers in a job that develops their abilities, because they lack the contacts and skills necessary to obtain such a job.

Most of these students come from families below the poverty line and others from families marginally above it. The students may be in families where college education is not regarded as a realistic choice or where parents have limited abilities to help their children find places in the work world. These disadvantages usually are aggravated by gaps in the support system that high school students need to help them fulfill their college or employment potential:

- Lack of a vivid picture of the lifelong consequences--in diminished income, educational opportunity, career potential and social status--that face students who drop out of high school.
- Lack of exposure to higher education opportunities and options which enhance a student's career aspirations and potential for life-long career success.
- Lack of an adult mentor with a college background who can credibly encourage a student's college ambitions and help the student to persist in the complicated daunting process of applying to colleges.
- Lack of an adult mentor who is in a position to guide and encourage the student in seeking a job, open doors to job interviews and provide a character reference.
- Lack of job experience where students can learn the basic skills, attitudes and supervisor expectations (and earn the first letter of reference) so that employers will give them full consideration when applying for full- and part-time jobs.

BRINGING COLLEGES, BUSINESSES AND SCHOOLS TOGETHER

In its emphasis on higher education as a goal, its involvement of colleges and universities as active partners, and its stress on one-to-one mentoring, Career Beginnings is a significant departure from the traditional work/education partnership. Nationally, it is a partnership of major foundations, corporations, higher education institutions and government, and is actually operated by a university (the National Program Office is part of the Center For Human Resources at Brandeis University's Heller Graduate School). At the community level, Career Beginnings creates a new set of collaborative relationships as well--it brings colleges into direct contact with the high schools and the business community around the issues of education and employment, often for the first time. Perhaps most importantly Career Beginnings extends the meaning of partnership beyond the institutions to the individual through its one adult/one young person approach to mentoring.

1986 RESULTS

In its first program year, Career Beginnings has achieved some notable successes. Attrition rates have been extraordinarily low (less than 2.5%), graduation rates high (more than 95%), and the rate at which participating students have applied to and plan to attend post-secondary education and training programs has been impressive (65%).

Colleges have proven to be viable centers for program design and management, introducing to many communities a potential new partner for disadvantaged youth. Youth appear to want to go to college, challenging the usual assumptions about young people from poor families aspiring only to go immediately to work. Every young person had a mentor, meaning that over two years, literally thousands of professional and business people got to know a young person as a human being, not just as a statistic or a remote employee.

Finally, the Career Beginnings sites are proving to be effective partnerships. High schools and colleges are working well together in most cities, and in several communties, are using Career Beginnings as a base for much-expanded college preparation and recruitment activities. Business involvement in the partnerships has also expanded beyond providing summer jobs. Some business partnerships for Career Beginnings have evolved into genuine corporate sponsorships, with leading corporations contributing substantial cash support or providing large numbers of mentors as their contribution. Local Private Industry Councils, who often have the most experience working with youth programs, have become active partners, not only providing funding for summer jobs, or year-round counselors, but also arranging mentorships for their corporate members and helping train college and business personnel to work with disadvantaged youth.

We expect similar results for the second year of the program. We believe that this program is an extremely important effort with broad implications for education and employment policy in the United States. The twenty-five site program is sponsored nationally by The Commonwealth Fund, The John D. and Catherine T. MacArthur Foundation, The Gannett Foundation, and community and corporate foundations in local project sites.

PLANNED EXPANSION

Career Beginnings is managed by the Center for Human Resources, a department of Brandeis University's Heller Graduate School for Advanced Studies in Social Welfare in Waltham, Massachusetts. The Center provides technical assistance and training to each of the 25 Career Beginnings project sites.

With support from our National Sponsors, Career Beginnings is now ready to expand to new cities. Most of the initial group of 24 colleges will continue past the current second year of operations, and new programs will be added in 1988 and 1989. Those interested in knowing more about the Career Beginnings Program, or in starting a program in their own community, should contact William M. Bloomfield, Program Manager, The Career Beginnings Program, The Heller School, Brandeis University, Waltham, MA 02254, (800) 343-4705 or (617) 736-3770

CAREER BEGINNINGS PROJECTS

Bellarmine College
Louisville, KY
Bronx Community College
Bronx, NY
Butler University
Indianapolis, IN
California State Bakersfield
Bakersfield, CA
Fullerton College
Fullerton, CA
Case Western Reserve University
Cleveland, OH
Christian Brothers College
Memphis, TN
Chicago City-Wide & Columbia Colleges
Chicago, IL
City University of New York
New York, NY
Columbia University
New York, NY
Des Moines Area Community College
Des Moines, IA
Indiana University Northwest
Gary, IN
Jacksonville University
Jacksonville, FL
Miami-Dade Community College
Miami, FL
North Carolina State University
Raleigh, NC
Passaic County Community College
Paterson, NJ
Rancho Santiago College
Santa Ana, CA
Tacoma Community College
Tacoma, WA
University of Louisville
Louisville, KY
University of Minnesota
St. Paul, MN
University of Rochester
Rochester, NY
University of Tennessee
Chattanooga, TN
Youngstown State University
Youngstown, OH

Career Beginnings

Career Beginnings is a nationally-organized, privately supported, locally based program in which colleges and businesses work together to provide career support and direction for low income youth. The emphasis is on higher education as an attainable goal for students, through cooperation from colleges and universities, and one-to-one mentoring with successful and caring adults from the community.

The program seeks out academically average high school juniors who are "tenacious": they have what it takes to succeed in higher education and a career, but they may not get the chance. These students are enrolled in Career Beginnings Projects at 19 local colleges and universities across the country.

Over 80 percent of all enrollees are first generation college students (neither parent has earned a degree beyond the high school diploma). Over half are from single-parent families, and more than 80% are economically disadvantaged. Sixty-five percent of Career Beginnings enrollees are Black, 18 percent Hispanic, 8 percent Indo-Chinese, and 9 percent White.

In its first two years, CB has matched up over 7,000 high school juniors and seniors with individual mentors from the business and professional world. Mentors help these youth develop realistic career and educational goals. A combined summer enrichment and employment program in which young people work at jobs developed by the college and the cooperating businesses is included. So is part-time study during the school year, including workshops on career preparation, college readiness, life planning, academic preparation, and individual counseling.

The program has achieved notable successes in its first two years. Attrition rates have been extraordinarily low (less than 5 percent), and high school graduation rates have been exceptionally high (more than 95 percent). More than 65 percent of the participating students have enrolled in postsecondary education and training programs and over 12 percent are working in entry level jobs with career potential.

The unique feature of Career Beginnings is that it identifies average high school students who have demonstrated ability and ambition, but who may be at risk of dropping out of high school because of financial, personal or familial pressure. The mentoring and campus-based enrichment programs are ideally suited to these young people. Overall, the program offers low income youths the opportunity to succeed in the postsecondary education and career paths they choose.

They are average high school students.
They come from disadvantaged backgrounds.
They would most likely do well in college.
But they may not get the chance.

The Career Beginnings Program began in 1985 with a national competition among two- and four-year colleges. Over 100 colleges submitted applications and in 1986 twenty-four were selected. Since the program began, over 7,000 young people have participated along with over 7,000 adult mentors. The results have clearly and gratifyingly shown that these young people can succeed with the help of Career Beginnings. During the first two years of Career Beginnings, over 95% stayed in the program and graduated from high school. Typically over 60% go on to college and the remaining students choose successful career paths. Based on a sample of Career Beginnings students, over 90% complete their first year of college.

In two years they'll be well on their way to promising careers or college educations. Career Beginnings will help make it all happen.

It's not just lack of money that can stop them. It's things like personal or family problems, peers that put down scholastic achievement or simply thinking they're "not good enough" to apply to college. Even those who graduate from high school usually lack the contacts and skills that are necessary for getting a job.

Career Beginnings is one program that helps these students make it. It provides the advice, support and extra motivation these students need. Career Beginnings gives them the chance to succeed. It gives them someone who can show them the ropes, who is genuinely interested in their success. It gives them people who are rooting for them all the way—who provide the praise, the patience, the understanding that is often missing in their lives.

It teaches them the skills necessary for entering the career world or college. Career Beginnings is the boost they need to help them over the barriers that could stop them in their tracks. It's a proven partnership involving college, business and the community that is working in cities across the country right now.

Career Beginnings: A Solution That Works

Who? Career Beginnings is for tenacious high school juniors who come from low income families, have an average academic and attendance record and who have demonstrated their motivation and commitment beyond school activities.

What? Career Beginnings matches these students with an adult mentor who offers advice and encouragement; continuing workshops to enhance their education and teach them the skills needed to get into college or get into a meaningful career; year-long services during their junior and senior years; a quality summer work experience; plus on-going support their first year in college, advanced training, or on the job.

Career Beginnings mentors change two lives:
their student's . . . and their own.

When? Career Beginnings starts in the students' junior year, and continues through the first year after high school graduation.

Where? Career Beginnings operates from the sponsoring college or university campus, but also in the high school, and in the community—wherever mentors and students agree to meet.

Why? Because these young people already possess the promise of leading constructive meaningful lives in the mainstream of America. They have the ability. They have the intelligence. They have the tenacity. They have the desire. But they also have a lot going against them. Career Beginnings gives them the extra encouragement, knowledge, education and drive they need to fulfill their promise. Career Beginnings mentors and staff counselors stick with them until their positive goals are fulfilled.

Career Beginnings: The Sum Is Greater Than Its Parts

The major reason for the success of Career Beginnings is the unique partnership between college, business and the community. Each "partner" contributes something unique—elements not usually available individually or in combination to disadvantaged or academically average students.

The Mentor. New use of an old idea. A mentor provides adult help—often in a way that students can get from no other source. A mentor offers inspiration, insight, motivation, experience. The mentor in Career Beginnings is part teacher, part coach, part advisor, part friend. Mentors really care about their students. And the students know it. Mentors are carefully selected, guided and supported as they assist students with career planning, applying to college and understanding the professional work environment. Mentoring

Year-round workshops give Career Beginnings students
the extra educational and experiential boost they need
to jump over the barriers that would usually stop them in their tracks.

is also an outlet for the spirit of voluntarism and concern for community among business people and professionals.

Extra Education. More motivation, year round. All during the school year and in the summer Career Beginnings provides the student with a series of workshops and special training that enriches his or her education and experience. Students get individual help in everything from finding part-time jobs (where appropriate) to tutoring, to workshops in communications, career decision-making, time management and how to pay for and prepare for college—all year round.

Summer Work, Summer Learning. A quality experience for all seasons. Not just an ordinary summer job, but a job in private business or a non-profit organization. The Career Beginnings staff at the college or university work with local Private Industry Councils and professional groups to place Career Beginnings students for the six-week summer program in a high-quality, well-supervised, meaningful work experience.

Career Beginnings: An Innovative Partnership That Works

Colleges benefit. Career Beginnings traditionally operates from a department within a college or university, such as Education, Urban Affairs, Student Services or Business. Colleges not only benefit from an increase in applicants from a generation of students who are typically ignored, but from the increased visibility in the community and substantive involvement with local high schools.

Local business and professions benefit. Career Beginnings helps solve a significant problem that affects their future work force. It is in their self-interest to help students

How can you know about the workplace when you've never worked? Career Beginnings gives students meaningful work experiences.

prepare to enter the work force and realize their full potential. Businesses seeking to strengthen ties to local colleges find that the direct involvement that Career Beginnings offers is a good tool.

Local high schools benefit. High schools benefit when more students apply themselves, get better grades and graduate. Career Beginnings is often the high schools' first opportunity for a partnership with business and colleges.

Communities benefit. Career Beginnings provides a rare opportunity for executives from business and the professions, secondary and higher education, and government and the public sector to combine their talents and to work together to the benefit of young people typically left out of the mainstream of society.

When young people realize their full potential, everyone benefits: colleges and universities, business, the community, society-at-large—not to mention the young people themselves and their families. The leaders who become involved with Career Beginnings are people who are not only humane, but highly practical. They recognize the benefits to everyone from Career Beginnings, and that over time a nationwide system will be established for helping thousands of young people to realize their full potential.

Career Beginnings: Its Own Office, Its Own Staff.

Each Career Beginnings Program is administered by a small, committed staff located in an office on the college campus. The program operates best when it mirrors the mission of the institution and is considered an important element within the college itself. Funds are raised for operating expenses by each independent Career Beginnings project, with assistance from the National Office.

Career Beginnings: All the Help You Want from the Center for Human Resources.

There is a place to turn to when help is needed. That place is the National Office at the Center for Human Resources, located in the Heller School at Brandeis University. This office serves as a catalyst in starting new Career Beginnings Programs and as a clearinghouse for operating on-going projects.

The Brandeis staff are dedicated to encouraging creativity and local initiative. Helping each project to be highly effective, they provide technical assistance, management advice, program ideas, public relations, regional and national meetings, and much more.

Career Beginnings: To Learn More.

Simply write or call the Center for Human Resources at Brandeis University. The address and telephone are:

Career Beginnings Program
Center for Human Resources
Heller Graduate School
Brandeis University
P.O. Box 9110
Waltham, Massachusetts 02254-9110
(617) 736-3770
(800) 343-4705

Most of their class never dreamed they'd go to college.
Career Beginnings staff helps make their never-dreamed-of dream come true.

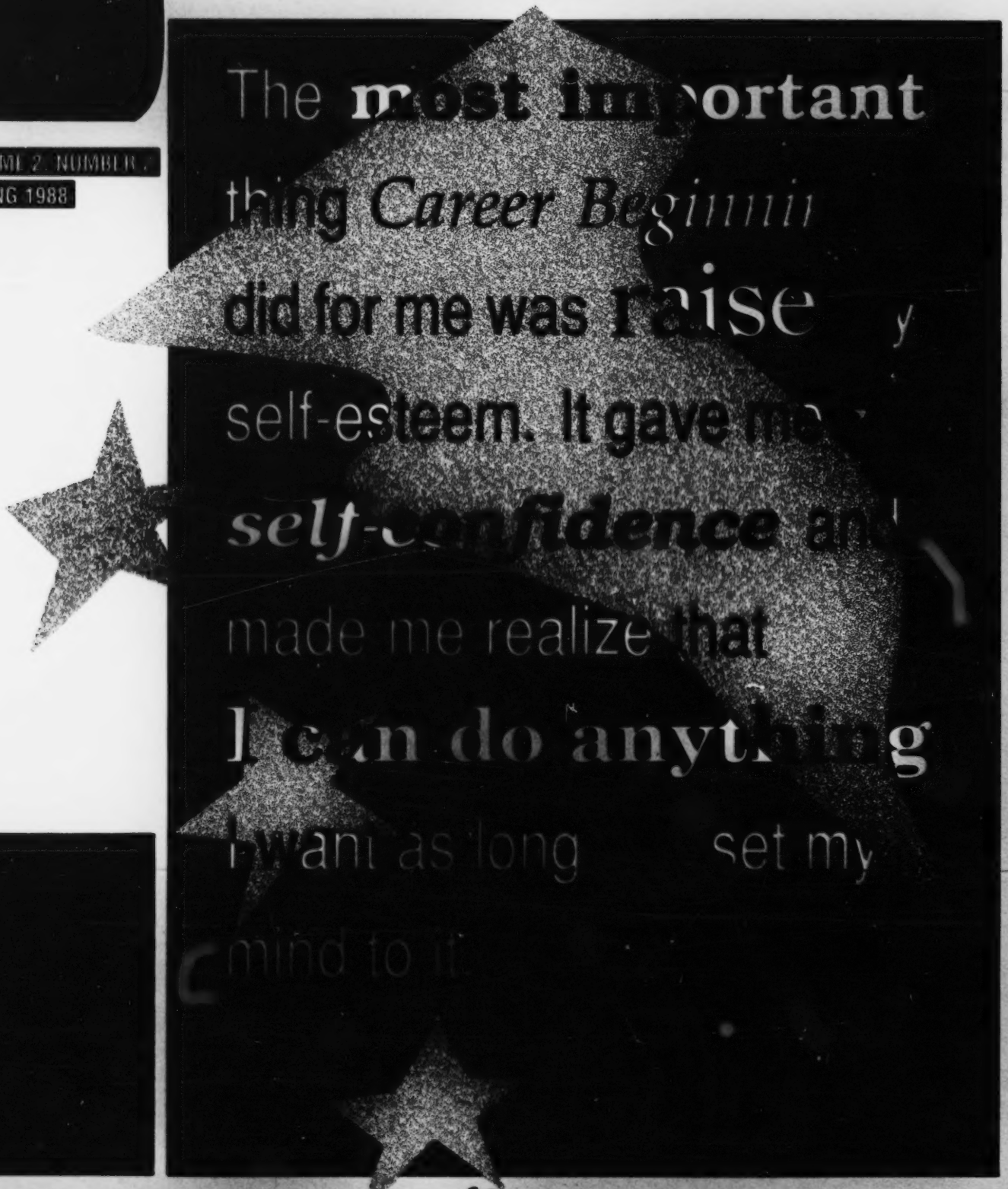
National Advisory Committee *Brandeis University*

National Sponsors

BEGINNING NOW!

THE NATIONAL NEWSLETTER OF THE CAREER BEGINNINGS PROGRAM

VOLUME 2, NUMBER 1
SPRING 1988



MY HOPES, FEARS, & OPPORTUNITIES FOR THE FUTURE

by Clayton Antonio Ivey
Indiana University Northwest Career Beginnings Project
Gary, Indiana

HOPE — Desire with anticipation
FEAR — Basic sense of dread
OPPORTUNITY — Favorable chances for success

Even before the Career Beginnings Program, I was an opportunist with my share of hopes and fears. I had always hoped to be successful in the modern business world. Yet, I had always feared the worst of all circumstances—failure. Since I have engaged in Career Beginnings, my desire to succeed has been nourished by prudent goal-setting techniques. It would be unwise not to utilize these techniques to aid in setting better priorities in the future. I feel that each opportunity might be the spark to cast me into a successful lifetime.

My desire to succeed in the future is, perhaps, shared by many. But personally, I perceive myself to have an excellent combination of receptive attitude and concrete values. Success will not come easy. Hence, I will have to work diligently to gain superior achievement. Throughout my search for success, I plan to fulfill my numerous hopes and dreams with a "shining pride."

Fear is a common problem from which my hopes derive. I fear failure and financial insecurity, so I hope for a good salary. I have contrived a brighter than bright future for myself with a solid interest in business and the grades and achievements to match. Perhaps I have lessened any effect that fear may have on my future occupational goals.

Many opportunities have come my way. Some of these I grasped; some slipped by. But, more important, I have learned the value of using opportunity. I am proud to illustrate this with my participation in the Career Beginnings Program. I will continue to take advantage of every opportunity that might illuminate my future.

REFLECTIONS ON THE SENIOR YEAR

by Vanessa Jarvis
Case Western Reserve University Career Beginnings Project
Cleveland, Ohio

1988

The senior year is the most rewarding year of a young person's life.

It's a year you'll preserve for the rest of your life. A year that's filled with great memories.

Your senior year is a time to make many decisions that may alter your future.

You may consider whether or not you want to go to college, to work full time or maybe even join the military.

Your senior year is also a year that you must start to act as an adult and take on many responsibilities.

You have to begin to face the world, a world which you never looked at before through adult eyes.

You have to learn to make the right decisions for yourself.

Get off to the right start by deciding your future today because you won't have the chance to do it all over again.

Congratulations to all the seniors of the year 1988.

ANTICIPATING GRADUATION

by LaShawnda Hannah
Indiana University Northwest Career Beginnings Project
Gary, Indiana

Ever since I can remember, graduating from high school and going to college has been one of the most important things in my life. Now that the time is almost here, I see that my wish is finally coming true.

When I was a little girl, later in my teens, and finally as I began to be a mature adult, my parents' only wish was for me and my sisters and brothers to get a good education and graduate from school. Since none of the others has done it, I have decided to do it myself. My parents want what's best for me, for me to be happy with what I choose to do and be. As I look around, anticipating my graduation, I am filled with great pride in my accomplishments—to have achieved so much in such a short period of time. As I prepare myself for my graduation, I'd like to think that I have been taught something to prepare me for the outside world, and that all I have studied and been taught at home as well as at school can help me achieve my goal in the future. I plan to make my future promising, now that things are going well for me. I'm not going to look back at what could have been, but I'm going to look forward to see what can be.

ANTICIPATION

by Joe Cullen
Case Western Reserve University Career Beginnings Project
Cleveland, Ohio

Soon that day will be here—the day when you march across the stage and receive your diploma. It will be on that day that you can sigh in relief and say, "I've made it."

Before you relax, ask yourself this question; "Have I really made it?" True, you have successfully completed twelve years of school, but have you gone as far as you had planned? What do you anticipate you can do with this diploma? Do you anticipate furthering your education? What is to happen?

Anybody can tell you how far you'll get without a high school diploma. Today, more and more people find themselves having to further their education just to get a "foot in the door." For many, the high school diploma is just the first step along their path to success.

Based on the assumption that success is what you anticipate, there are many paths which lead there. The most traveled is the widest path. Not everyone who travels the shorter, narrow paths will reach success. The wider path is also longer, having education all along the way. More people who travel the wider, longer path reach success.

So, the next time you find yourself in anticipation of graduation, stop and project further. Where do you anticipate being in ten years? Take some time to make your decisions. Once your path is chosen, go as far as you can.

CRAZY BOX

by Salvador Bravo III
California State Bakersfield Career Beginnings Project
Bakersfield, California

I guess I'll just begin with something that has been a big part of my life, and that is working in the fields. I started going to the fields when I was about ten years old. I can remember when I was younger, waking up early in the morning seeing my mom making my dad his lunch. I remember that I used to ask him if I could go to the fields with him. I thought it would be fun. At first, when I started to go, it was, but after a couple of months of going to the fields with my Dad on the weekends I hated it. I was no longer playing but working. I wasn't getting paid, I was just helping my father. And when summers came around I had to go help him all week instead of just on weekends.

Then in the summer of 1984, I was old enough to work for pay. I was fifteen years old. All the time I had been working with my Dad I thought I knew what hard work was. Boy, was I wrong.

I had a job picking the grapes. It was called the Caja Loca or the Crazy Box. You get this big 2 foot by 3 foot box, go into your grapevine row, pick a grape bunch, clean it (taking out all the fruit that is no good), and put it in the box. You do this until your box is nice and full, take it out onto a dirt road and yell out your assigned number. It doesn't sound or look too hard, but after a while carrying 40-pound boxes of grapes in 90 to 100 degree heat becomes very exhausting. I did this for three summers in a row, and this year I thought I would try something different—the Career Beginnings Program.

The Career Beginnings Program is a good program. Where else can you get experience, credits, and pay, all at the same time? I'm not saying that I get along with all of the counselors, as a matter of fact I even hate a couple of them, but hey, they probably hate me too. That's the way life is; you're not always going to get along with everyone you meet. The thing is, you should try to do your best to get along with them, and coming from me that's a milestone!

You know, I really never thought about college until I entered this program, but since then I've been talking to some of the people involved with the program, I have realized that there are a lot of opportunities.

I want to graduate from high school and because of the amount of credits I'm missing, I don't think I will be able to graduate with my class. After I complete the credits I'll receive my diploma, whether it be in the official ceremony or in the mail. I plan to go to a four-year college and get my Bachelor's degree in business finance and management. Then maybe I will transfer to a university and get my Ph.D. in the same field.

My goal in life is to own my own chain of clothing stores, around the country or around the world, but for now I'm going to concentrate on my diploma. But once I start making waves, Benetton and Footlocker, you better head below deck if you don't want to be knocked overboard—you're in for a Big Storm!

THE WORD ON COLLEGE

Through many long conversations with the 1987 Career Beginnings graduates, Myriam Cardona of the Hartford Consortium Career Beginnings staff has gathered enough information from the students to say that the verdict is in: the second semester is a whole lot easier than the first. The students report that they have adjusted to college life. They have learned to handle problems, particularly by discovering where to go for help. Although the workload is still heavy, they find their schedules much more manageable.

Former Career Beginner Camilla Jones (Hartford College for Women '89) wants to tell this year's Career Beginners, "Don't be afraid to go to college. It's not as bad as it seems. Just give it a chance and it can work."

REFLECTIONS...WHO COULD ASK FOR A BETTER BEGINNING?

by W. Mark Hastings
University of Tennessee at Chattanooga Career Beginnings Project
Chattanooga, Tennessee

The countdown to graduation has begun, and that has caused me to reflect on the past experiences that helped bring me to this point in my life. Career Beginnings is certainly a part of my reflections.

One of the peaks in my Career Beginnings climb was my summer job experience in the local office of U.S. Congresswoman Marilyn Lloyd. Because I love foreign languages, one day I was given the assignment to call the French Embassy to get information on a visa. I took it one step further. In remembering that July 14th was Bastille Day, I put my French into use by wishing them a Heureux Jour de Bastille (Happy Bastille Day). They replied in French!

I learned a multitude of tasks while working in Congresswoman Lloyd's office. The staff still calls me from time to time to ask if I will volunteer for special projects, such as the public television telethon. That makes me feel honored. The skills, knowledge, and experiences I acquired are important to me because I plan on working for the government one day.

My experiences with Career Beginnings did not stop there. I have the pleasure of having what I consider to be the best mentor in the world! My mentor, Mr. Joe Duncan, is a retired electrical engineer with The Tennessee Valley Authority. Although his career background is different from what I intend to pursue, we have a mutual interest in foreign cultures and languages. Aware of this interest, he repaired an old ham radio and gave it to me. I can now listen to international broadcasts whenever I desire. I can't thank him or Career Beginnings enough for bringing Mr. Duncan and me together. I know our friendship will last even after the program is over.

When other students ask me what to expect from Career Beginnings, I reply, as "Everything, including the kitchen sink!" I have been accepted to two colleges, and I'm being considered for two scholarships. The feeling of preparedness is one that is good to have. Because of Career Beginnings' constant push, I have kept deadlines, been accepted to college, and feel like I am well on my way. Who could ask for a better "beginning"? The path is much clearer and I have gained a permanent light that will illuminate my path to success.

Career Beginnings W. Mark Hastings, University of Tennessee at Chattanooga.

FORWARD, TOGETHER!

by Kerrie Turner
University of Tennessee-Chattanooga CareerBeginnings Project
Chattanooga, Tennessee

According to tradition, a person's last year of high school should be a "breeze," and many parents urge their kids to enjoy themselves while they can. But even though this year I have a lot more extra time after school than I had in my sophomore or junior year, the decisions I have to make are serious ones which require the guidance and understanding of people I can talk to, ask questions of, and trust that they have my interests at heart.

My mom, my grandparents, and my guidance counselor help provide me with this direction. And as a Career Beginnings student, I've found another group of people who reinforce my worth and potential for the future.

From the very first meeting of all the past and present Career Beginnings students last June, I could feel the care and devotion of each Career Beginnings staff member toward every student. In summer classes held on campus at the University of Tennessee at Chattanooga, I defined my own expectations and values. I took part in role plays and was encouraged to examine the whys and hows of what I wish to do. I completed a career portfolio and as a result, became more aware of the requirements for entry into my field of interest. I became well acquainted with my career choice of paralegal work.

I feel that with the help of Career Beginnings, I will be able to leave home after graduation knowing that I am able to survive in and out of college. Career Beginnings has made me realize what is expected of me as an adult.

AHEAD: A CAREER IN MUSIC

by Scott Kalwishky
Des Moines Area Community College Career Beginnings Project
Des Moines, Iowa

Since my childhood, music has played a significant role in my life. If I wasn't listening to the radio or playing my records, you would find me experimenting with my toy organ. As I grew older, my parents purchased my first saxophone. This was my first real plunge into the reality of music and I knew from that point that I had found where my talents lie.

It wasn't until high school that I started to mature musically. It all started when I was accepted in the South Central Iowa Bandmaster Association Honor Band. I was chosen along with other Iowa high school musicians to come together on a weekend, learn new music, and perform for the public. I started auditioning for other area honor bands and was accepted into the Drake Double Winds and the University of Iowa honor band.

There was a great deal of time when I wasn't being musically challenged, so I decided to take up another instrument. My first venture was the valve trombone. I seemed to pick that up fast, and began playing in the marching band simultaneously. Because of shortages of musicians in other sections I started playing the french horn for my school's concert band. I became so overwhelmed with my new instruments that my saxophone playing started to suffer. John Morgan, an undergraduate at Drake University, started giving me private lessons to keep me playing well. I took up the flute my junior year, receiving soloist awards when I was a senior. I'm now learning clarinet and piccolo.

My senior year has been my most productive and I've put in many hours of hard work to make it that way. A goal I set for myself four years before was at last achieved: being a part of the Iowa All-State Band finally became a reality. Twelve alto saxophones were picked throughout the state and I was fortunate to be one of them. This is by far the highest musical honor a high school musician can receive.

Throughout my senior year I auditioned for a few scholarships and was happy with my outcome. Drake University offered me $9600 to participate in their music program and the University of Iowa is willing to pay half my tuition and all music fees. With these and my other offers I've decided to attend the University of Iowa and complete a degree in music education and performance. Before I start college, I'm going to tour parts of United States with the Dubuque Colts drum and bugle corps.

I have a very strong love for music and have much to learn in the years to come. I hope to become a proficient musician and make a living with it. This is what I desire to make my life happy and complete.

CHOICES

by Khan Chiengkhamphet ("KC")
University of Minnesota Career Beginnings Project
Minneapolis/St. Paul, Minnesota

The Career Beginnings is a great program to be in! It has given me a lot of freedom, opportunities and choices about different kinds of colleges. It also gives me a chance to learn about things that I would never have known before.

I've found that Career Beginnings helps students who are undecided about their future make up their minds about post-high school plans. Students are given the chance to select colleges they want to go to and to make sure that you go to the college of you choice. Also, Career Beginnings gives students a chance to learn about new ways to pay for things instead of relying on your parents' support all the time.

Through this program, each student has a mentor who is working in the field in which the student has an interest. Some students become really good friends with their mentors and their mentors really help them make the right choice about a career. Some keep in touch with their mentors even though they are not in the program anymore.

During the year a Career Beginnings retreat is held at a campground. At the three-day retreat students learn to pick the right career and they learn to make decisions that they never had to make before. At the retreat there are different kinds of educational and social activities to participate in. Students who are in the Minneapolis/St. Paul Youth Internship Program and Career Beginnings really like the programs because they offer a lot of advantages.

Participant Chris Zakariasen said, "Career Beginnings and the Youth Internship Program are the two programs to get into. They are my key for success in life. Before these programs I never thought about going to college. Now it's part of my plan."

Youth Internship Coordinator Jean Johnstad said, "It's the best program ever in a public school. It provides opportunities for student who are willing to work and take advantage of them."

PARENTS SPEAK OUT

CAREER BEGINNINGS: MAKING A STEP FOR FUTURE ADVANCEMENT

by Mrs. Edia Gilbert
Indiana University Northwest Career Beginnings Parent
Gary, Indiana

I sat at my kitchen table one night as everyone slept. I thought about my son Theodore's graduation which was just a few short months away. I wondered what it would be like for him stepping out the door to enter a college or look for a job.

One day we heard about Career Beginnings, and I asked myself what it s all about. In this small city where the main work force has been really cut back, is there really work available?

I found out that Career Beginnings was one of the best programs I had ever heard of being offered to youths. How amazed my son and I were! He actually was filling out applications for work. He received a job and the opportunities were wonderful. The experience of working with others seemed so vital to him. I was happy about the Career Beginnings program.

I sincerely hope this program will continue for many youths who will sooner or later be taking a step out into the world for skilled jobs and future advancements.

Thank you Career Beginnings Staff! You are such thoughtful, kind, and wonderful people. I commend you for a job well done!

A ROAD LESS ROCKY

by William H. Massie
Indiana University Northwest Career Beginnings Parent
Gary, Indiana

It is doubtless a time-worn cliche that young people today are faced with the greatest of perils and difficulties as they plan for the future. Each generation bears this burden. Cliche or no, many young people are finding the road to success more rocky.

However, I am delighted to say that my son Daryl, a participant in the Career Beginnings Program, perhaps will find the road less rocky. His experiences and associations in the program have led to a decided change in his attitude toward the attainment of goals *now* set.

Also, a maturity that time alone could not bring has noticeably been reached. For this we are grateful to the Career Beginnings Program and all who make it work — for it certainly does!

Pen and ink drawing
by James Rodriguez
Hartford Consortium
Career Beginner 1986-87
Student, Central
Connecticut State
University

LIFE

by Sandra Oliveira
Passaic County College Career Beginnings Project
Paterson, New Jersey

MAKING ADJUSTMENTS IN A DIFFERENT WORLD

by Carlos Figueroa
1987 Hartford Consortium Career Beginnings Graduate Student, Southern Connecticut State University

As I packed that night, I felt butterflies in my stomach. I knew that the time had come for me to leave home and go away to school. Although I was somewhat prepared because of the six weeks I spent in the university summer preview program, I was very nervous of what was waiting for me as I started my college career.

Now here I am, in my room. I met my roommates and, unfortunately, first impressions were not the best. I was disappointed with the size of the room, the amount of space provided for each person, and the fact that I had to share a room; at home I was pretty much on my own.

Another important aspect was popularity. All of a sudden I wasn't popular any more. I became just another freshman in the class of 1991. I was a little fish in a big sea. Surprisingly, my social life was a lot harder to deal with than my academics. Finding a "real" friend was one of the hardest things I had to do.

My classes were a lot harder than I had anticipated and I was required to cover astronomical amounts of reading, as well as attend all my classes, whether they were at 8 AM or 5 PM. Managing one's time is very crucial; it can affect the grades you get in school. The free time available is overwhelming but should be used carefully. Setting priorities is also very important and can really make a difference academically. Saying no to that Thursday night party, and writing that paper due in a week instead, is the first step.

My equation is that the "perfect" college life should be subtracted, expectations should be multiplied, and priorities should be divided in order to survive in this new world. My formula for college success is: Don't expect college life to be a perfect "10," double your self-esteem and motivation by dividing your priorities (concentrate on a manageable set of simple tasks that you can accomplish daily all through the semester), and make up your mind to do well!

WHAT CAREER BEGINNINGS HAS GIVEN ME

by Irma Silva
1987 Bronx Community College Career Beginnings Graduate Student, Bronx Community College

In 1986 I was chosen to be in the Career Beginnings project at Bronx Community College in New York. When I entered the program I went to several workshops and took trips. The workshops taught us many subjects, from writing resumes to studying for the SATs. The trips were to New York colleges like Pace, C.W. Post, and Long Island University.

I learned many things from this program, but I mainly learned to be dependable and responsible. When I went to work in the office of the Dean of Students, I learned dependability. The workers there relied on me to run errands throughout the campus. I also typed, filed, and answered the phones. I also learned to be responsible. If I had an interview I made sure I told my supervisor. I also made sure I told them when I would have to go home early because of a special appointment or a family emergency.

I feel I got a lot from Career Beginnings. I'm very proud to be a former Career Beginner. I'm now currently enrolled in my second semester at Bronx Community College and I'm happy to say that Career Beginnings helped me to achieve my goals.

REFLECTIONS OF AN ALUMNA*

by Cherie Naylor
1987 Case Western Reserve University Career Beginnings Graduate
Working at Mandel School of Applied Social Sciences at Case Western Reserve University

As a former Career Beginnings student I can say that my year in the program was a learning experience that I can really relate to now that I've graduated.

I grasped information from all the field trips I went on to help me in making a decision about my life. I always seemed to have many interests and my thoughts always changed as far as what I wanted to do with my life. The program helped me to focus on the goal that I really wanted to achieve.

My mentor assisted me to keep my dream of becoming a writer alive. I appreciated all the assistance she gave me; to have confidence in myself; to keep striving as a writer and as a person who can achieve when I apply myself. My mentor also treated me as a friend. She always liked to visit with me. This helped me to open up to her, and now to others when I have something to express to someone.

The program was not just "learn, learn, learn," but it helped me to reach out more to people of different races. With all I learned, it helped me to take a stand for what I want out of life. It made me face the world with a little more awareness than I would have had if I had chosen not to participate in the Career Beginnings Program.

*An alumna is a female graduate of a program, while an alumnus is a male graduate. The plural most commonly used is "alumni."

I'M A MENTOR TOO!

by Patricia LaPorte
Columbia University Career Beginnings Project
New York, New York

I am mentor to a young girl enrolled in the "I Have a Dream" program founded by Eugene Lang. I tutor her, guide her, take her out (ice skating, pizza, park, etc.), and counsel her. I enjoy working with her because it makes me feel good to know that I am helping her to grow and succeed like myself. The mentoring that I do is all part of a team project that I and my teammates have organized. Working with my teammates on this project has made me realize that keeping a team and working together is both fun and an important skill for the future.

THE MENTOR EXPERIENCE

by Nicole Alexander
Boston Area Colleges and Universities Career Beginnings Project
Boston, Massachusetts

From what I have seen, mentors and their students get along tremendously well, not only when discussing college related issues, but in communicating as friends. I was paired with a very interesting woman named Mary Ann Jordan, who is a cashier analyst for one of Boston's well-known insurance companies, Liberty Mutual. She has helped me so much that I can't find words enough to thank her. She helped me complete my college applications, which would have been very hard for me to do on my own.

Mary Ann and I communicate very well as friends. We talk about different issues and we enjoy each other's company. She is currently working on the Dukakis campaign for President. As you can tell, she has used her time wisely to do everything she does.

Now that all my applications are completed, Mary Ann and I still plan to meet on a regular basis to talk about life in general. She has inspired me to the extent that now I would like to become a mentor after completing law school. or maybe sooner.

MENTORS AND STUDENTS ON THE "FREEDOM TRAIL"

1988 marks a sad event—the twentieth anniversary of the death of Martin Luther King, Jr. Two Career Beginners took note of the special memorials occurring this year, as they and their mentors attended events commemorating King's life and work in the civil rights movement.

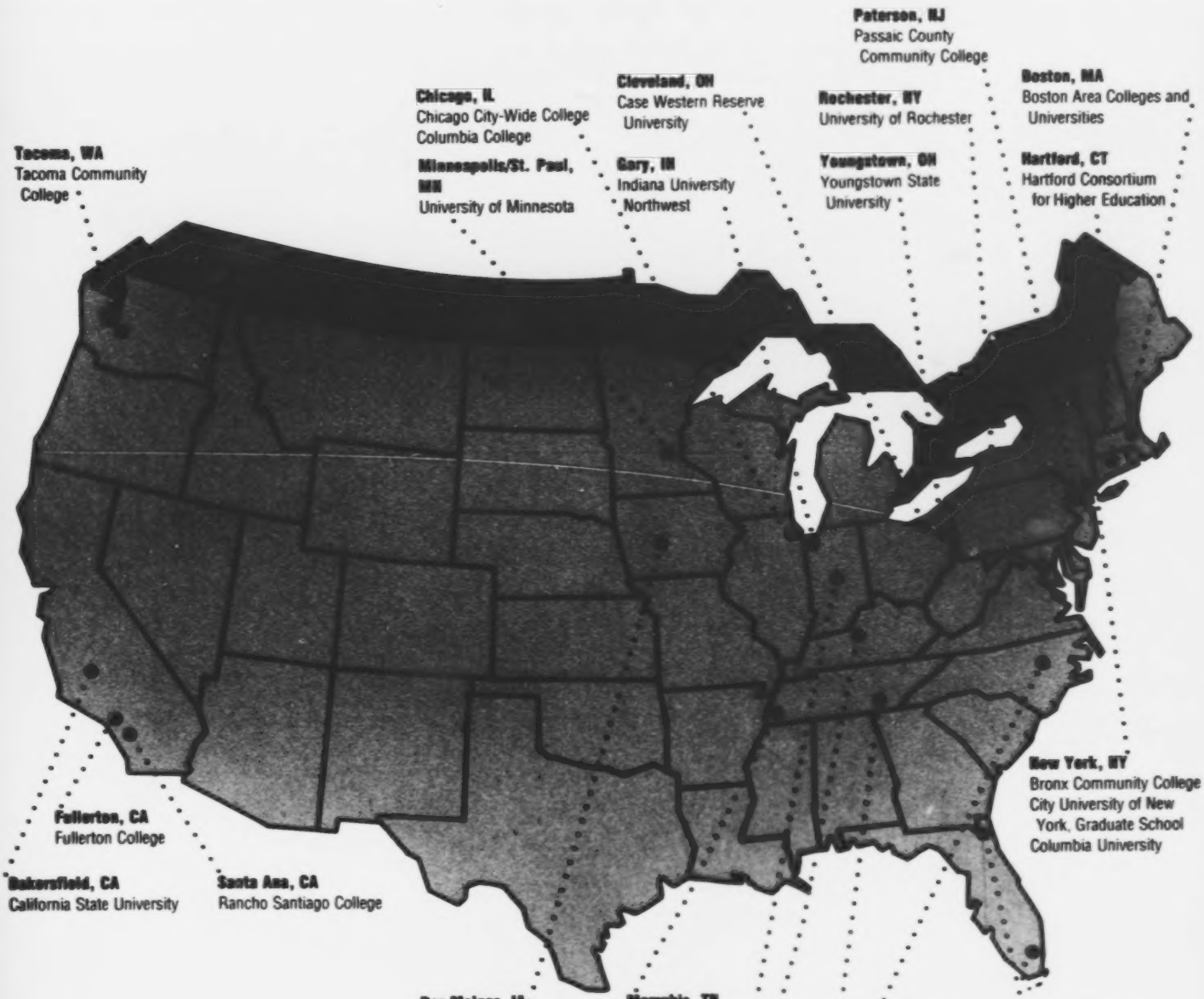
To honor Martin Luther King's Birthday, January 15, Bronx Community College Beginner Lamont Wilson and his mentor, Gerry Reeves, rode the Freedom Train from Washington, D.C. to Atlanta, Georgia to attend a conference remembering the slain civil rights leader. While there, Lamont got to meet Dr. King's wife Coretta Scott King, Atlanta Mayor Andrew Young, and talk show host Oprah Winfrey.

The next month, Youngstown State University Freda Phillips took Career Beginner Alisa Hardin to Atlanta, Georgia for that city's annual Black History Month activities. During their trip February 19-24, they visited the Martin Luther King Center, observed the annual Martin Luther King March, and visited several Atlanta universities. Alisa also had an opportunity to meet some of Freda's family who live in Georgia.

Both Freda and Alisa found their trip to be exciting and educational. Freda says that her relationship with Alisa feels much closer now than before their week-long adventure.

"The Reader"
by Ricardo Mateo
Chicago Career Beginnings Project

WITH CAREER BEGINNINGS



Tacoma, WA
Tacoma Community College

Chicago, IL
Chicago City-Wide College
Columbia College

Minneapolis/St. Paul, MN
University of Minnesota

Cleveland, OH
Case Western Reserve University

Gary, IN
Indiana University Northwest

Paterson, NJ
Passaic County Community College

Rochester, NY
University of Rochester

Youngstown, OH
Youngstown State University

Boston, MA
Boston Area Colleges and Universities

Hartford, CT
Hartford Consortium for Higher Education

New York, NY
Bronx Community College
City University of New York, Graduate School
Columbia University

Fullerton, CA
Fullerton College

Bakersfield, CA
California State University

Santa Ana, CA
Rancho Santiago College

Des Moines, IA
Des Moines Area Community College

Memphis, TN
Christian Brothers College

Indianapolis, IN
Butler University

Louisville, KY
Bellarmine College
University of Louisville

Raleigh, NC
North Carolina State University

Chattanooga, TN
University of Tennessee

Miami, FL
Miami-Dade Community College

Jacksonville, FL
Jacksonville University

Where are the Career Beginnings Projects located?

Career Beginnings is in very large cities and small cities in four-year universities and two-year colleges.

There are approximately 2,000 students and 2,000 volunteer mentors involved, as well as all of the people who serve as employers, supervisors, counselors and staff.

Career Beginnings is truly a national effort!

25 Together is your forum for exchanging ideas, successes and learning experiences from each of the project cities. If you have any questions or want to contact somebody in another program city, just ask for the address of that project site.

California State University-Bakersfield Career Beginners Lucy Hernandez, Sylvia Reyes, Cynthia Ruiz, Shawnta Kinder, Veronica Lomas, Briant Williams, Roger Highfill, and Sophia Ramos have much to be proud of as graduation nears. Faced with parenthood in their senior year, these six mothers and two fathers did not drop out of school, but rose to the challenge and stuck with it—working toward a better future for themselves and their children. This has also been a year of challenges for other Bakersfield Career Beginners. While keeping up with school and homework, Sonia Bernal, Elizabeth Palacios, William Ahrens, Bertie Soules, Jacque Ramey and Shalonda Parker all met their responsibilities working part-time for the city of **Bakersfield, California**. And, while his friends scored points on the job, basketball star Arthur Charles scored points of another kind. Arthur, who led the Foothill High Trojans to the State Championships this season, has signed a letter of intent to play for Boise State University in Boise, Idaho next year.

Boston Career Beginners considering college have a range of options that can be dizzying, since the number of area colleges exceeds twenty! Though many students are still exploring their options or awaiting news from admissions committees, some CBers have already heard from schools. While Babbette Wright earned admission to Fisher Jr. College, Weng Lee gained acceptance to Bentley College, Northeastern University, and the University of Massachusetts at Amherst. Business was a big draw for Sharon Reid, admitted to Boston Business School and Burdett Business School. Also accepted to Burdett was Taraza Funderburg; who was also admitted to the Northeast Institute of Technology and Bay State Junior College. Last but not least, trailblazer Sabrina Durand gained admission to an out-of-state school, Connecticut College. To celebrate good news from colleges and the end of the school year, Career Beginners from Hyde Park High School held a party at Boston College on April 27, and Charlestown High students had a special breakfast with their mentors on April 13th.

Career Beginners in **Indianapolis, Indiana** are taking the concept of mentoring a step further. In the Sharing Beginnings program, **Butler University** CBers serve as mentors for junior high students. In March, senior Janet Rodney invited eighth grade student Lacy Belman to spend a day with her at high school. Later that week Meredith Brashner, a social work student at Butler who interns for Career Beginnings, invited Janet to accompany her on a day of classes, since Janet would like a career in social work. Janet was not the only one to check out Butler. In April, a group of Career Beginners spent the night on campus, pretending it was their first day of college. The group had a "freshman party" with a dance, a basketball game, and a swim in the university's pool. Everyone got more serious when representatives from Butler's Black Student Union shared their experiences as minorities attending a mainly white college. The next morning students headed for classes in English, speech, biology, and multicultural issues, complete with lectures, reading lists and—groan—pop quizzes.

Career Beginners at Shaw High School (Case Western Reserve University project) didn't have much notice to get together for this yearbook photo. Being able to pull it off showed a lot of spirit!

Case Western University mentors and staff have been in the spotlight this spring as local television networks in **Cleveland, Ohio** aired three different shows featuring the Career Beginnings Program. In March a local TV talk show, "All About Town," invited Project Coordinator June Taylor to talk about the role of mentors in Career Beginnings. That same month, a local station aired "For Kids Sake," including a clip of Career Beginnings mentors at a workshop on helping students develop their job skills. And in April a local station's "Edition Five" program filmed Career Beginner Debbie Oliver and mentor Cathy Porcen together on the job at the Cleveland Clinic Foundation.

Bronx Career Beginners have taken their education to the road. Over Christmas vacation, students interested in science and technology hit the Museum of Natural History in **New York City**, where their favorite exhibit was an enormous glittering tree decorated with origami paper figures (a Japanese paper-folding technique). Closer to home, 17 Career Beginners commuted to **Bronx Community College** this spring to study subjects from calculus to audio visual arts. Many of the students earned A's in their first college courses. Now that's making the grade!

Taking the plunge into the job market has been a big focus for Career Beginners in **Louisville, Kentucky**. Over spring break, students in the **Bellarmine College** project explored career options through field trips to *The Courier Journal* (a Louisville newspaper), the Colgate-Palmolive Corporation, and the Humana Hospital. With professional style resumes in hand, students sharpened their interview skills by studying tips and taking tough questions from Urban League job trainers and, to get a taste of the real thing, did practice interviews with their mentors. All the preparation culminated in an Interview Competition on March 26th, in which students earned points in such categories as poise, dress and grooming, communication skills, and goals and direction. In the final scoring, Career Beginner LaDawn Barclay won first place, Diahann Stewart earned second place, and Andre Peterson and Jacquelyn Bacon tied for third.

Youngstown, Ohio Career Beginner Andrea Howie has received a Dean's Scholarship to attend **Youngstown State University** in September. One of only four students to receive the $1500 award through the University's College of Applied Science and Technology, Andrea plans to pursue a career in children's nursing. Recognition is also due Career Beginner Kelly Wells, who was recently elected to serve on the Youth Advisory Board for the Ohio Teenage Institute for the Prevention of Alcohol and Other Drug Abuse. Kelly was one of 35 students chosen from a group of almost 500 competing for the post. The Youth Advisory Board helps the educational staff of the Ohio Public Health Department find ways to get the message out that drugs and alcohol are bad news.

Congratulations to Samantha Wilson, **Twin Cities** Career Beginner **(University of Minnesota)**, who recently earned an outstanding achievement award from the Partnership in Education program sponsored by Mayor Donald Fraser who is a member of the Career Beginnings National Advisory Committee. Samantha, a senior at Roosevelt High School, once thought that college was not an option. But with support from her mentor Sue Hunter-Weir, Samantha has raised her sights and will attend a local college or university this fall. If Samantha goes to the **University of Minnesota**, she may receive help from a new student outreach program now being developed by the University. Through the Work Study Adoption Program, about 15 Career Beginners will be guaranteed a part-time job and a mentor throughout their four years of college. Ruthelle West, Career Beginnings Coordinator, is working with the University of Minnesota representative to get the new program underway.

Get involved, speak out, lend a hand: Career Beginners in **Chattanooga, Tennessee** have been super-active in their community this spring. Seniors from Brainerd High School pooled their efforts to host a reception to recruit students for next year's program. The event, complete with home-baked cake and that fashion sensation, the CB T-shirt, was a real hit. In April, **Chattanooga** Career Beginners participated in a Minority Youth Leadership Conference at the University of Tennessee, where students got together with local leaders to discuss how to make a difference in their community. Finally, the Chancellor of the **University of Tennessee** invited ten Career Beginners to represent the University at a Community Service Awards Banquet held by the local Jaycees (a group that promotes good works and citizenship). Students were amazed to learn that the keynote speaker, the president of Morehouse College in Atlanta, graduated from Howard High School in Chattanooga. It meant a lot to know that someone from home could rise so high.

Special thanks to **Tacoma Community College** Career Beginners Tia Alexander, Hyun Chung, Ericka Harrison, Paul Pedersen, Alejandro Roberts, Denise Shivers, and Amy Wells. Throughout the school year, these students took responsibility for representing the Career Begin-

nings Program to students and faculty in their high schools, a task that required commitment and hard work. So when the **Tacoma, Washington** project holds its year-end banquet on May 12, the school representatives will receive special prizes. The celebration dinner, to be attended by students, parents, mentors and staff, will also honor the year's outstanding student (as yet unnamed), and award certificates to all Career Beginners for a job well done.

The twenty-fifth Career Beginnings project, in **Chicago, Illinois**, launched its program on excellent footing—football footing, that is—as popular Chicago Bears players Neal Anderson and Jim Harbaugh turned out for the opening ceremonies on February 13. The athletes offered words of encouragement to Career Beginners, urging them to work hard to achieve their goals, to refuse to give up, and to take responsibility for their future. Local television crews covering the event also filmed Career Beginners Candy Thomas and Pam Johnson, whose beaming faces appeared that night on the evening news. In other news, Chicago Career Beginners this spring have toured a radio station, competed in a spelling bee and attended a lecture on the study of Black music. The most popular activity so far has been a scavenger hunt through Chicago to learn how to get around on the city's confusing public transportation system.

Spring is no fling in **Memphis, Tennessee** where Career Beginners are grappling with the tough choices that loom over the horizon after high school graduation. Memphis students figured that they would make better choices about their futures if they improved their decision-making skills. So in March the **Christian Brothers College** program arranged a special workshop. Led by volunteers from the Department of Social Work at the University of Tennessee, the workshop explored decisions from choosing friends to deciding whether or not to attend college. But the students were most concerned about choosing between attending college in Memphis or out of town—a decision that would require them to confront the challeges of leaving home and community.

1986-87 and 1987-88 Career Beginners and mentors gathered for a Christmas performance of "The Nutcracker" ballet at Long Beach Terrace Theater on December 20, 1987.

At **Rancho Santiago College's** Topics and Pizza dinner in April, graduates of last year's program came back to share their experiences of what it takes to succeed in college. The Career Beginners, who munched pizza and learned from the older students, themselves had much to be proud of. Sheng Her, who graduated in January, is now taking courses at **Rancho Santiago College** and plans to study education next fall at Simpson College in San Francisco. Another early graduate, Socheat Sam, is majoring in business and computers at Orange Coast College. And, for her special job performance, Sichan Tep was selected from 2500 students as the **Santa Ana, California** Private Industry Council's outstanding youth worker. These and all the other **Rancho Santiago** Career Beginners who earned diplomas and showed great determination throughout the year will be honored at a Breakfast of Champions ceremony in June.

Out of Africa! Star Career Beginners Denise Barbara Walker, Ozella Johnson, Tung Nguyen, and Dieu Hien (Holly) Phan set out for Africa in March as winners of the **University of Rochester** project's Award Incentive Program (reported in the winter issue of **Beginning Now!**). The four earned their trip by completing college applications and financial aid forms, participating in Career Beginnings events, and giving their time and talents to serve

their community. Led by Project Director Fred Jefferson, the group spent 10 days touring and studying in Senegal and Gambia. Back home in **Rochester, New York**, other Career Beginners blazed trails of their own. Reynoldon Phillips teamed up with fellow Jefferson High School students to earn first place in a mock trial competition in Monroe County, New York—the first time a Rochester team has won this courtroom contest.

Lots of hard work this spring has paid off for **Columbia University** Career Beginners as the Career Beginners from **New York City** have earned a number of honors. Edith Batchler was chosen for the Elizabeth H. Piper award, a $1000 scholarship granted by Columbia University. Also excelling in scholarship was Marvin Cabrera, who earned the top academic standing in his class at LaSalle Academy and will be valedictorian at graduation. A very special honor was also earned by Roberto Vasquez. At a celebration held in recognition of Equal Educational Opportunity Day, February 18th, Roberto was a member of the five-person team that took first place in the Scholar's Bowl, a contest in which teams are quizzed on their knowledge of a range of subjects. Last but not least, Johanna Fernandez wrote an essay that earned her a finalist spot in New York City's Shakespearean Performance Contest. If Johanna wins the contest, she'll have the opportunity to perform in the city's Shakespeare Festival this summer.

"College bound" is the big news from **Jacksonville, Florida** Career Beginners. In mid-April the whole group hit the road for a two-day trip to Atlanta, Georgia to tour the city's many colleges, including Morehouse, Morris Brown, Clark, and Georgia State. Students also found time for some fun at Six Flags Amusement Park. Back in Jacksonville, Career Beginners received good news about next year. Sonya Bradshaw and Vivian Wells were accepted to Inroads, a program that provides management level corporate jobs to students during their summers in college. Sonya and Vivian, who won their acceptances by achieving top grades, will be offered summer jobs in their field of interest. A new opportunity was also offered James Dixon, who won a scholarship to **Jacksonville University**. The prestigious scholarship was awarded to James by the President of Jacksonville University.

Like Jacksonville Career Beginners, **City University of New York** students found Atlanta the place to be this spring. In April, CUNY Career Beginners Marilyn Coddett, Angel Fuster, Lorrett Hawker, Gregory Hinds, Velda McMahon, Aisha Walls, Maureen Alfred, and Rufus Graves headed south. Atlanta's big draw was its four historically Black colleges, Spellman, Morehouse, Morris Brown, and Clark. Career Beginners also toured historical and cultural landmarks in this famous Georgia city and met with a representative from Mayor Andrew Young's office, who discussed the importance of education and its relation to student involvement in politics and social betterment. For CUNY Career Beginners with a zest to travel, plans are now in the works to make the Crossroads program an option after graduation. In this program, students travel to Africa or the Caribbean for one year of work and study and are matched with a mentor whose skills and professional interests mirror their own.

Raleigh, North Carolina Career Beginners at **North Carolina State University** are busy planning for graduation, along with participating in Career Beginnings activities at their local high schools.

Accomplishments abound for **University of Louisville** Career Beginners, whose first big achievement was a group volunteer project. During the December holiday season, students collected over 700 toys for the Toys for Tots program, which assures that needy children have a gift to look forward to in the holiday season. More recently, Karen McGlaun, Linda Shelton, and Kevin Gunn were selected for inclusion in Who's Who in American High Schools. Career Beginners in **Louisville, Kentucky** also are rocking the art world: Doris Grady has received a scholarship to attend the Chicago Art Institute, and Dion Wells can point to his work hanging on the walls of the Speed Art Museum. Special congratulations are due to Rosalyn Mills, who as recipient of the Black Achievement Award will receive a $3,000 scholarship for each of her four years in college.

Spring has become a time for **Miami, Florida** Career Beginners to enter the Lionel Richie Scholarship Competition. This year's Career Beginners from **Miami-Dade Community College** fared very well, with Tatiana Molne winning the first runner up position ($1000). Ten other students have been awarded financial aid from various sources and are rooting for the success of classmates still waiting for news. In the meantime, students have been touring local colleges, focusing their career goals, and developing skills in money management and budgeting that will help in living away from home next year. Career Beginner Pedro Regalado is looking forward to the challenges ahead. A magician who has performed at birthday parties and other occasions in his spare time in high school, Pedro plans to expand his magic-making business to a full-time profession after graduation.

Miami-Dade Career Beginners promote the program at Miami Senior High School.

Several stars were born in the talent show extravaganza held by **Paterson, New Jersey** Career Beginners on April 8th. The event boasted a dazzling range of acts and an audience whose enthusiasm filled the **Passaic County Community College** theatre. While modern dance artists "Tammy Crowe and Group" (Harold Moultrie and Tara Alford) won the award for Best Dance Group, oldies crooners "The Playboys" (Michael Best, Kenneth Kelly, Dwayne Jones, Anthony Fuller and Steven Caper) took the trophy for Best Singing Group. Not to be outclassed, however, "King Royalty" (Troy Bazemore) walked away with the award for Best Rapper, and pianist Danny Spruill won as Best Instrumentalist. In the trophies awarded for best overall talent, singer Coretta Lawrence earned the coveted first place spot. Dance groups the Bugle Boys (Mark Beamon, Melvin Little, Steven "Unique" Bell, Eric "Darnell" Teller, Timothy "Shariff" Thomas, and Glenn "Pouchie" Pinchen) and Maximum Security (Damawn McFadden, Shama Mickle, Lucretia Mickel, Andrea Mickle, Jeanine Moore, and Sherman Johnson) won the second and third place trophies. Whitney Houston and Ruben Blades—watch out!

In **Des Moines, Iowa**, Career Beginners Loni Williams, Tammy Bibbins, Patricia Martin, Virgil Woods, and Steve Carson are looking forward to attending a debutante ball with a twist. Traditionally, debutante balls were held by wealthy, socially-privileged families to symbolize that these young woman were ready to enter "society." However this ball has a very different purpose. Sponsored by the professional women's sorority Alpha Kappa Alpha, it honors male and female minority students and marks the culmination of their work to prepare for college and careers. To be invited to the big event, students must serve their community, achieve high academic standing, and attend a series of seminars on what's expected in college and professional life. On the night of the ball, May 13, **Des Moines Area Community College** Career Beginners will receive awards for writing, grade point average, and postive attitude. Several students will also win scholarships of $500, a boost to college plans that's worth dancing about.

Pushing to expand their horizons, **Hartford, Connecticut** Career Beginners this spring joined students at Greater Hartford Community College to attend a weekly lecture series, "The Added Edge." Lecture topics included an introduction to psychology and an examination of the Holocaust. **Hartford Consortium** CBers also had much to think about from a workshop by mentors Roberto Rosario, Rena Melendez, Joy Thomas, Deborah Randolph, and Delvin Benjamin. The panel recounted their personal journeys to success in a presentation that moved and inspired many students. Several of their themes were reinforced for a group of students and mentors who attended a sneak preview of the national hit movie, "Stand and Deliver," with its message of courage, hope, and pride.

There's no keeping down the **Indiana University Northwest** Career Beginners, who this year have had a very active program including lots of writing (unfortunately, space limitations made it impossible to run all the wonderful essays sent to **Beginning Now!**). Among other honors, three students were named to the 1988 edition of Who's Who in Music. Timothy Burleson, Theodore R. Gilbert, and Bernard G. Taylor were selected from **Gary, Indiana** as being among the country's most outstanding high school musicians.

The movement for women's equality got a boost in **Fullerton, California** this spring as Career Beginner Luci Durfee gained admission to the U.S. Air Force, where she plans to specialize in avionics. Avionics professionals develop electronic systems for airplanes—a line of work women traditionally have not pursued. Sharing Luci's interest in the military are Mike Brown and Mike Gomez, who plan to serve in the army next fall. Decisions about the future are still in process, though, for students looking toward college in September. While many students are seriously considering **Fullerton College**, sponsor of the Career Beginnings Program, several others remain undecided about where they'll study next fall. Decisions are difficult, as Career Beginner, Joanna Rodas, is finding out. She has chosen elementary education as her major, and is currently debating between John Brown University in Siloem Springs, Arkansas, Christ Irvine College in Irvine, California, and Point Loma University in San Diego, California.

A COLLEGE PREVIEW

by Denise Barbara Walker
University of Rochester Career Beginnings Project
Rochester, New York

(L-R) Denise Barbara Walker, Margaret Williams (student host, University of Rochester '89), Khin Khin Phan ("Holly"), and Felicia Wyatt during their overnight visit to the University of Rochester campus.

During the week of my high school vacation, the Career Beginnings Program arranged an overnight on campus for Career Beginnings students. Twenty-six students participated: 14 young women and 12 young men.

Students met in downtown Rochester at the Educational Opportunity Center, where a Jobs Fair was held which gave students the chance to find part-time or full-time work. Over 20 local employers were represented at the Fair. Career Beginners talked to prospective employers and completed job application forms. We spent two hours at the Jobs Fair before boarding a university bus to take us back to campus.

Once on campus, we met our student hosts and picked up our meal tickets, schedules and sleeping bags. We spent most of the later afternoon getting acquainted with our student hosts, taking our overnight gear to the dorms, and having dinner in student dining halls. After dinner most of the Career Beginnings students and their student hosts played several games of volleyball and basketball in the Zornow Sports Center. I, however, went ice skating with my host and with Rochelle, another Career Beginnings student. Around 10:30 p.m. we went back to my host's room, where we talked and watched TV with other university students. Some Career Beginners and their hosts watched a movie and had pizza.

Breakfast came early the next morning at 7:30. We had to be up early anyway, so that we could attend classes with our hosts. Some Career Beginnings students went to classes in psychology, economics, literature, computers, chemistry, physics and optics. My student host took me to her sociology class, which was very interesting. After classes, many of the Career Beginnings students took a tour of the campus. A few attended make-up workshops on Financial Aid and Writing the College Essay. Finally, after a very busy morning, all the students met for lunch and a wrap-up session.

I am really glad I came on this trip, because it changed my mind about college. I got to see and explore a real college life. I always thought college was just all work and study. Now I know it can be fun too. I strongly recommend that all high school seniors spend a night on a college campus before deciding what college they want to attend.

CROSSROADS: AN OPEN LETTER TO CAREER BEGINNINGS STUDENTS

by Barbara Cope, Project Manager
Indiana University Northwest Career Beginnings Project
Gary, Indiana

Do you remember when you were very young? You would watch teenage kids and wonder what it was like. They got to do all sorts of neat things. They went out a lot by themselves. They carried big, important-looking books home from school. They all seemed really smart and got to make their own decisions about what time to go to bed and what to wear.

At that time, it probably felt like you'd never get to high school. Well, here you are, a senior. It's true, you do get to make many of your own decisions. But maybe you've noticed that every time your independence increases, so do your responsibilities. That's pretty much what life is about—making your own decisions and then accepting the responsibility that goes along with them.

Maybe you've noticed that no decision stands alone. Each one builds on some past decision you made. Let me give you an example:

A seventh grade boy decides he's going to play professional basketball. He's pretty good and his coach says he has talent. While his friends are learning algebra, he's practicing basketball. He's a fair student so he passes each year. In his sophomore year he makes first string. He takes only the required classes in math and science because all he needs to do is graduate. He plans to get an athletic scholarship, play college basketball, and then go on to the pros.

Have you been keeping score of the number of decisions this young man has made? He's decided to focus only on basketball, to forego math and science classes. Maybe these decisions have been the right ones, but they will place a heavy responsibility on him if he ever decides to change directions. What if he stops growing at five foot six inches? What if his knees are weak or he is injured? What if he decides he would really rather be an engineer, or a computer programmer? Did his earlier decisions leave room for changing his mind? Of course they did, but maybe they made it harder than necessary.

It's something like missing your bus stop. If you've only gone one stop too far, it's easy enough to walk back. You've only lost a few minutes of your time and a little energy on the walk. But if you've gone a long way too far, or gotten off too early, or if you took the wrong bus, it's much more trouble to get to your destination. It will take a lot of extra time and money to get to where you want to be.

I've called this letter "Crossroads" because several times in your life you come to points where your decisions are even more important than usual. Actions you take at these times are very critical, and the results of these actions will more than likely influence the rest of your life.

As a high school senior, you are at an important crossroad. My point is not to make you look back in regret, but to encourage you to look forward with a clearer vision of the future. Regardless of decisions made in the past, good or bad, you have an opportunity right now, today, this year, to improve upon them, refine them, and make them better suit your needs.

A crossroad is a time for checking one's pulse. How are you doing? Are you saying you want one thing but acting as though you want another? There are many ways you can use this last year of high school, as well as the coming summer, to improve your chances of success. If you've been lazy in the past year, it will be hard—but remember, there is always a way to change if you really want to. One place to start is to discuss this letter with your mentor. Maybe the two of you can work together to get some short term goals that will be helpful. Have a great summer!

ABOUT CAREER BEGINNINGS

Career Beginnings is a 25 site college-business initiative in 22 cities designed to build on the demonstrated abilities of high school students to overcome difficulties and to achieve. Career Beginnings provides students with: 1) the encouragement of a knowledgeable adult mentor; 2) a quality summer work experience; 3) job skills and college application training; and 4) year-long services and guidance throughout the process of gaining admission to college or obtaining a full-time job with career potential after graduation from high school.

The national sponsors include The Commonwealth Fund, John D. and Catherine T. MacArthur Foundation and the Gannett Foundation. The Career Beginnings Program is guided by a national advisory committee, chaired by Jerome H. Grossman, President of the New England Medical Center.

The administrator for the Career Beginnings Program is the Center for Human Resources, a department of Brandeis University's Heller Graduate School for Advanced Studies in Social Welfare, located in Waltham, Massachusetts. The national program office at Brandeis provides technical assistance and training to each of the 25 Career Beginnings projects. Erik Payne Butler and Andrew Hahn are the Program Co-Directors; William M. Bloomfield is the Program Manager; Stephanie Cabell is the Program Assistance Coordinator; and Renee DuVall is the Program Assistant.

Beginning Now! is published by the Career Beginnings Program, Center for Human Resources, Heller Graduate School, Brandeis University, Waltham, MA 02254-91120, telephone 617-736-3770 or 800-343-4705.
Copyright, 1988. All Rights reserved.

Editor: Martha Goodman
Editorial Assistant: Susan Bitensky

MENTORING

News and Information for Career Beginnings Mentors

August 1988 Number 4

Mentoring and Career Beginnings

This issue's lead article discusses some of the special challenges of the next few months for Career Beginnings graduates. Making a successful transition from high school to college, trade school, or work may not be easy; mentors can help ease the passage by continuing their contact with students after graduation.

Two other articles, on techniques for developing self-esteem and self-reliance, will be helpful both to the experienced mentor and to the new mentor who has yet to be paired with a student.

At first glance, "Making a Difference With One Youth" seems to be addressed to readers outside the Career Beginnings Program—as indeed it is. But this "call for mentors" also is an excellent example of the kind of article that those now involved can write for their own communities. We print it in the hope that it will inspire more mentors to become active promoters of the Career Beginnings Program.

continued on page 5

INSIDE

Making a Difference	3
On Their Own	4
Building Strong Self-Esteem	5
The Mentor's Bookshelf	6
Suggested Activities	7
About Career Beginnings	8

"How Do I Keep In Touch?"

The senior year is finished. Career Beginners are embarking on a new life of independence. As they start their summer jobs, prepare for college or trade school, or look for permanent employment, their need for support and the guiding touch of a mentor is as strong now as ever. Graduation needn't mean goodbye; instead, it can launch you and your student into a new and even more exciting phase of your relationship.

Reality Sets In

The last few weeks of school are exciting for most students; graduation day is an eagerly-anticipated milestone. Some students may feel a letdown in the weeks after such an important event as family and friends no longer focus all their attention on the young graduate, and the feeling of "being special" wears off. Starting a walk toward a promising future—and perhaps, at the same time, leaving neighborhood companions and old patterns of behavior behind—can cause feelings of ambivalence about the plans which only a few weeks before seemed just perfect.

Summer Plans

The summer between high school graduation and whatever is to follow in the fall seems a natural time for "goofing off." A little of this is probably a good thing, but few Career Beginners can afford the luxury of wasting an entire summer.

Most students who will be continuing their education will need a summer job to earn money for tuition, books, and living expenses. If your student's summer job search has been unsuccessful, now is the time for you to intervene more strongly than you may have done in the past. August is not too late to help.Your contacts and

continued on page 2

your assistance in locating available jobs can help keep your student from running into serious financial problems in the fall.

Students planning for permanent employment may also encounter pitfalls as they settle in to the world of work. If your student is having difficulty locating a permanent job, she might be very discouraged. Take some time with her to build up her confidence and explore some alternative job-search strategies.

A student who has not already secured a job may discover that the summer can be a difficult time to locate permanent work, because of vacation schedules and the natural slowdown that occurs in many industries. But this need not mean a summer without wages. In some cities, working for a temporary help agency might be a good way to bridge the gap. "Temp" work can also serve a second purpose of exposing the student to a number of different job environments in a relatively short period of time. Such exposure provides an opportunity to clarify one's preferences, skills, and weaknesses, which can help the student avoid choosing a poor job match later in the summer or fall. Sometimes a temporary assignment leads to an offer of permanent employment; at the least, it can provide solid work experience and access to a network of job leads.

The student moving from high school to a full-time work environment needs to begin changing his mind-set from that of student to that of employee; but even those Career Beginners going on to further schooling may benefit from a change of focus to a more businesslike outlook.

As a mentor, you can aid in this transition. The help you gave your student earlier in the year with financial planning and budgeting can be put to use. For instance, the student who needs some new clothing for the next phase of his life may also benefit from some advice from you about spending his clothing budget wisely. You might discuss with your student the importance of shopping for clothes carefully—a mistake, especially on a major item like a coat or suit, can be very costly—and help him understand why the least expensive purchase isn't necessarily the best one.

This transitional summer is also a time when some students feel a need to make some sort of an image change. A new hair style, weight loss, the beginning of an exercise program, or a wardrobe or cosmetic consultation, for example, can help a student complete the psychological (as well as physical) transformation into adulthood. But changes are sometimes difficult to accept; it can be scary to discover a "new you." If your student contemplates making a major change, you should be prepared to offer a great deal of emotional support and encouragement.

On to College

Just because a student has "graduated" from the high school phase of Career Beginnings and gone on to college doesn't mean that she no longer needs your support. Someone once described college as "just like high school—only everything happens three times as fast." College life has a culture of its own, and one which is very different from the culture of high school. Academic burdens mushroom, and in college the instructors don't nag students to turn their homework in on time. Classmates are unfamiliar, the campus is unfamiliar—everything, in fact, may give the student the unpleasant sensation of being a visitor from another planet. Many campuses are also undergoing an increase in racial incidents and unrest.

Keeping in touch with you can be an important stabilizing influence for your student. If he is remaining in his home city for school, you might plan to call him regularly during the first semester (once or twice a month) to offer encouragement. Make a point of cheering on the little victories—a good mark on a quiz, for example, or making it onto the basketball team—and offering aid and comfort in times of the failures that are a part of every student's college life. If a student is away from home, let him know that he is not forgotten by sending cards or letters, making an occasional long-distance call, or getting together over a weekend at home. Students are at greatest risk of dropping out of college in the first semester, but this risk can be lowered dramatically if they receive the kind of emotional and practical support that Career Beginnings mentors offer.

The Working World

The first few months at work are also a time of adjustment. Working in a full-time, permanent job is quite a different matter than having a summer or after-school job. The working Career Beginner may find the transition to a comparatively rigid working environment, where being on the job on time every day is mandatory and where personal responsibility is expected, a difficult one. New workers may

have trouble learning how to get along with co-workers or supervisors; they may find their work too hard, or boring; they may want to toss in the towel and try something else. Having you to turn to for advice and support can help your student stick out those crucial first months, during which time she may discover that the work has magically gotten easier (she's learned how to do it) or less boring (she's given additional responsibilities), that her co-workers now invite her to lunch with them, and that she actually likes her boss.

Having Fun Together

Keeping in touch with your student doesn't only mean working on transition issues. Simply enjoying one another's company is just fine, too.

Many mentor/student teams who just didn't have the time to socialize during the school year may find that there's more time during the summer months. You may wish to take in a concert or movie, jog together in the park, or spend a day at the beach. Maybe there's some historical or cultural attraction nearby that you or your student haven't seen. Many New Yorkers, for example, have never visited the United Nations or the museum at Ellis Island. Being available to your student on an informal basis is as important to your continued relationship as your more formal, goal-centered meetings.

Keeping in touch with your Career Beginnings high school graduate needn't take a lot of time—ten minutes of your undivided attention is worth more than you may know. The important factor is continuity. Shorter, more frequent contacts may in fact bolster your student's spirits more effectively than an occasional long meeting. Take the student's lead, but recognize that pride or fear of being thought a failure might make him reluctant to tell you of difficulties; try to be alert to unspoken messages. Maintaining contact after graduation can give you and your student another year—maybe many years—of happy memories.

Making a Difference With One Youth

by Guy J. Sanchez
Mentor, Miami Dade Community College Career Beginnings Project

We are all concerned about the many complex and challenging problems facing today's youth. Unemployment, illiteracy, and drugs all contribute to the alarmingly high dropout rate in our nation's schools. In a report recently issued by the U.S. Department of Education, Florida ranked third in the nation with its dropout rate. In Dade County, 29% of eighth graders are dropping out before reaching twelfth grade graduation. You may be wondering what, if anything, you can do about it. Well, there is something you can do, and that is to become a mentor in the Career Beginnings Program.

Last year I joined one hundred other professionals in Dade County in becoming a mentor. I began working with Mario Hidalgo, a student at Miami Senior High School. Mario, as happens to many youngsters his age, was undecided in what to study. He like architectural drafting and sound engineering. I gave him some input based on my own knowledge of these two fields, always being very careful that the final decision would be his. I met with him and his father and dissipated his father's fears that Mario would be wasting his time if he changed fields later, as no education is ever wasted. After months of deliberation, Mario decided to study architecture. I then took him to visit an architect's office to show him what to expect in real life after graduation. I also helped in filling out his college student loan application.

Being a mentor has been a richly rewarding experience. Helping a young man to succeed in life—even, perhaps, in only a very small way—is very gratifying.

All of us can make a difference with at least one youth in our communities. The need is critical. The opportunity to help beckons all of us.

Editor's note: The best way for Career Beginnings to recruit new mentors is for current mentors to help spread the word to their colleagues in the community. We urge mentors in all the CB projects to work with their local staffs in promoting the goals of the program and encouraging business and professional people to become involved. Mr. Sanchez' article is an example of using the written word to publicize Career Beginnings and testify to its value. You might write such an article for your company newsletter, local newspaper, Chamber of Commerce, or fraternal organization.

On Their Own: Helping Career Beginners Become Self-Reliant

Mentors who have worked with students for an entire year have been able to impart a great deal of accumulated knowledge and wisdom over the past months. Mentors just beginning to work with high school juniors or seniors have yet to experience the building of such a relationship. But both experienced and novice mentors need to remember one thing above all: sooner or later, your student will have to learn to be self-reliant.

This doesn't mean ceasing to turn to others, including you, for aid. What it does mean is learning to take responsibility for identifying one's own needs and making choices about how to meet them. At an international conference on mentoring, educator Lu Ann Darling, describing the personal development strategies of adults who achieved their success without having mentors, called this process one of using "self-mentoring techniques." She discussed six specific techniques by which people may internalize the mentoring process and learn to initiate problem-solving processes by turning to their own internal resources.

1 "I Talk to People..." This is a "questioning and listening" approach. It should not be confused with dumping a problem in the lap of another. Rather, it involves deciding what information is needed, formulating some specific questions, and seeking out the people who can answer those question. For instance, a student who wants to work in the medical field but who is undecided about a specific career might seek out and interview a doctor, a nurse, an x-ray technician, and a physical therapist about their work, educational requirements, and so forth.

2 "I Read a Book..." This "reading and researching" strategy takes interested students (such as the medical career aspirant above) to the library, where a wide variety of factual materials on medical careers, as well as books by medical professionals describing their own experiences in their chosen fields, are available.

3 "I Watch How They Do Things..." Job shadowing is an excellent way to use this strategy. Also, many part-time and summer jobs provide opportunities for students to watch and learn about a number of career possibilities. The student interested in a medical career, for example, could take a summer job as an orderly; by keeping his eyes open he would be able to learn not only about hospital work in general but also about the duties of nurses, doctors, technicians, dieticians, and many others.

4 "I Take a Class..." Students with plans for college or technical school, of course, are exploiting this strategy to its fullest, as are students who will be gaining additional training in the military. But students entering full-time employment also should understand that the door is not closed to further education. In many cities, night and weekend classes are available through public, private, and community colleges, trade and technical schools, adult education programs, museums, and other nonprofit organizations in subjects ranging from acting to zoology.

Education need not lead directly to a better job to be a good investment in the future; for instance, taking a cooking class at the local adult education center may help a student learn how to prepare tastier and more nutritious meals for less money. Taking a single course in a subject may also be a way for a student to "try out" a potential career at relatively small financial risk.

5 "I Figure Things Out..." This self-tutoring strategy includes activities such as "mulling it over," "reflecting," "working it through in my journal," and "debriefing myself." It involves establishing an internal dialogue and weighing pros and cons, as well as not expecting to be able to sort through major issues in a split second.

6 "I Look for New Experiences..." Risk-taking and adventurousness are important to personal growth. Being open to new experiences implies flexibility and willingness to take risks, which may improve a student's adaptability to changing economic conditions. Students need to understand, however, the difference between taking risks and being reckless. Buying a fancy new sewing machine and moonlighting as a tailor and dress designer may be risky (there may not be enough work to pay for the machine); quitting a good job to do the same work

continued on page 5

Building Strong Self-Esteem Through Mentoring

by Lorraine Oliver Berman
Mentor, University of Minnesota Career Beginnings Project

I believe mentoring is a give-and-take process. Both the student and the mentor are participants in a meaningful and mutual social relationship with a defined focus.

Through diverse activities, my student and I continuously interact emotionally and intellectually to feel and understand the process and direction in our lives. We keep in touch through fun/educational things; at other times, we schedule technical activities in order to reach short-term career or academic objectives. I feel the meshing of fun and business is essential to our relationship and the achievement of our goals.

Basic to the process and opportunity for successful living is positive self-esteem; emotional support assists in building that self-esteem. As a mentor, I try to be aware of and "stroke" a young person so that she increases her confidence and belief in herself. The technical aspect of post-secondary educational planning is important, but I feel a positive self-esteem is what provides the foundation that enables her to find what she needs and wants. Sometimes an "objective" non-family person gives the student an added dimension of self-worth. She has someone who "respects and believes in me"—someone other than a family member.

Frequently, young people want and need an active listening ear. Sometimes all that is needed is active listening attention that can foster a clear decision.

When I was a high school and then a university student, the warm assistance of teachers and friends was very helpful. I had no formal mentor but rather found and received help from various people who related well with me, and I appreciated and respected them. They encouraged me to believe in myself and provided emotional support as I began defining my direction in life. Each of us as mentors has a style that may be helpful and that style may vary according to the relationship. But strong empathy and compassion, along with our experience and skills, are building blocks for a healthy, helpful, and satisfying relationship with the young people we mentor.

On Their Own

continued from page 4

full-time, before establishing a client base, is downright reckless.

As a mentor, you probably have steered or will steer your student to each of these techniques at one time or another. Each of them plays an important part in some aspect of the Career Beginnings program. Going one step further involves helping the student learn how to steer himself to the appropriate problem-solving technique. A student who acquires this skill will still need you as a mentor, but instead of counting on you for a great deal of direction, personal teaching, and general "cheerleading," he may want you to give feedback on the solutions he has worked out for himself.

Nurturing your student's ability to be self-reliant is one of your most important jobs as a mentor. If you and your student have built a relationship based on trust and genuine concern, her self-reliance will not pull you apart but instead will help her continue to look to you as a guide, a confidant, a supporter—in every sense, a mentor.

Mentoring and Career Beginnings

continued from page 1

"The Mentor's Bookshelf" briefly highlights three useful reference books with which any mentor of a college-bound student should be familiar, as well as a very amusing and surprisingly perceptive book about employer/employee relations.

And finally, as always, we provide a list of suggested activities for the months ahead.

The Mentor's Bookshelf

This issue's first three reviews are of reference works which your college-bound student may find useful in her studies. Perhaps the two of you can spend some time before classes start in exploring these and other reference tools, so that she can become comfortable with them in advance.

Student's Guide for Writing College Papers,
Third Edition,
by Kate L. Turabian
(Chicago: University of Chicago Press, 1976).

This indispensable book may be the most-thumbed college reference work in America; the exhortation, "Follow Turabian!" is heard in countless freshman composition classes. Ms. Turabian's *Guide* is more than a collection of rules about format and style, though these topics are covered in sufficient depth for most undergraduate writers. It also covers all the preliminaries to the actual putting of pen to paper, including choosing a topic, using the library for research, outlining, and notetaking. In the chapter on "Writing the Paper," Ms. Turabian discusses the mechanics of drafting, revising, and preparing final copy. As with the format rules, bibliographic and footnote forms are provided in sufficient detail for most students. An appendix containing a select list of standard reference works for a number of disciplines, as well as a number of general references, is very complete and a handy thing to have available. The *Guide* is arranged as a series of chapters containing individually numbered paragraphs; the index refers the reader to the appropriate paragraph rather than a specific page.

The *Guide* is not without its pitfalls. The organizational structure and index, though excellent, can be confusing at first. Some students may find it too detailed for their purposes. But in general, the Guide is so well written and so full of useful information that students would benefit by gaining a thorough knowledge of it.

Modern American Usage:
A Guide, by Wilson Follett
(Jacques Barzun, editor) (New York: Hill and Wang, 1966).

There's nothing easy about this book. Wilson Follett took a very scholarly approach to this "guide to educated usage and good taste." Polysyllables are the rule in both the introductory essays and the lexicon. Lengthy entries include discussions on such matters as the proper use of certain words, idioms, troublesome points of syntax, and style considerations. References to the subjunctive case, past participles, and the like abound. Some of Mr. Follett's distinctions may seem too fine for day-to-day use, and some of the terms he discusses will seldom be encountered by the average student. Still, Modern American Usage can be very useful for a student trying to decide, for instance, whether "that" or "which" is the proper word to use; for students who like to know the whys as well as the hows of usage (including punctuation), it is a goldmine.

Bernstein's Reverse Dictionary,
by Theodore M. Bernstein
(New York: Quadrangle, 1975).

Most dictionaries give an alphabetic list of words, with their meanings attached. *Bernstein's Reverse Dictionary* does just the opposite: it provides an alphabetic list of meanings and attaches the proper words to them. This book is a boon to those of us whose writing is twice as long as necessary because, for instance, we can't remember that the "pattern or gauge used to copy something accurately" is a "template." Elie Abel calls the *Reverse Dictionary* a "failsafe guide for the bewildered groper, who knows what he wants to say but can't put his finger on the right word," and Eric Partridge says it is "an indispensable desk book—and, I would say, most helpful to students." It's also a lot of fun.

If Things Don't Improve Soon I May Ask You To Fire Me,
by Richard K. Irish
(New York: Anchor Books, 1976).

Despite the title, Mr. Irish's book is as much about employer/employee relations as anything. Writing in an informal, mock-interview, question-and-answer style, from the viewpoint of the employer, Irish talks about what really counts in recruiting, hiring, retaining, and firing employees. In the process, he covers such topics as "The People Problem," "Matchmaking," "How to Read a Person," and "Management by Subjectives." Mr. Irish states in his prologue that the book is more than a "how to" guide for managers; every employer and employee can glean something of value from it, though it is targeted to people in "judgment jobs . . . [those] where you are paid for the quality of the decisions you make . . ." *If Things Don't Improve Soon* is the kind of book where you read along happily, entertained all the while; three days later you wake up in the middle of the night and say, "Gee, I never thought of it that way before . . ."

Suggested Activities August - September

Graduating Career Beginners

College/Technical School-Bound

- Discuss areas in which your student can further improve study skills; encourage working toward improvement over the summer.
- If the school is nearby, visit it together. Walk the campus; tour the athletic facilities; get to know it well.
- Arrange to take a tour of the school library (many will be happy to provide a guide); spend some time becoming familiar with the catalog system and the reference area.
- Assess academic basic skills—reading, writing, and math—and polish any rough spots before September.
- Shop for "college survival gear"—good pencils, file cards, a dictionary, notebooks, healthy snacks for all students; stationery and stamps, earplugs, travel coffee set for students living on campus.
- Make a final check on financial aid, housing, and other enrollment arrangements.

Employment-Bound

- If your student is still without a job, work together on additional job search strategies and leads.
- Continue discussions on financial planning, budgeting, and being a wise consumer.
- Discuss the importance of good grooming and proper attire; suggest changes if you feel it necessary; help you student achieve any changes he decides to make.
- Go shopping together for some new business clothing (you could buy something for youself too!).
- Explore short-term training options offered by the local Private Industry Council or other agencies. Continue to emphasize the importance of further education.
- Talk about your first job, what it was like, and what you learned. Encourage your student to ask questions.
- Get catalogs from local adult education programs and look them over together.
- Decide what "new" goals to set.

All Graduates

- Take a day trip to another city, just for fun.
- Become acquainted with the historical and cultural attractions in your city; visit one or more of them.
- Go to a movie, concert, or play.
- Pick something neither of you knows how to do (like roller skating) and learn to do it together.
- Spend a day at the beach or the mountains.
- Have a "thanks for being my mentor/thanks for being my student" party.

Incoming Career Beginners

- After you have been matched, gather some preliminary information on your student (at a minimum, the address, phone number, parent's name, and school).
- Make initial contact by telephone with your student. If ten days go by and you have been unable to make contact, call the project office for help.
- Arrange to meet shortly after the start of high school classes, as soon after matching as possible. Plan to meet for the first time at the school or some other neutral, unthreatening location.
- Spend much of your first meeting "breaking the ice": exchange some background information; ask what the student thought about her summer job; explain how you chose your career; find out the student's feelings about the coming school year; ask about your student's special interests and hobbies, and share information about your own interests.

About Career Beginnings

Career Beginnings is a 25 site college-business initiative in 22 cities designed to build on the demonstrated abilities of high school students to overcome difficulties and to achieve. Career Beginnings provides students with: 1) the encouragement of a knowledgeable adult mentor; 2) a quality summer work experience; 3) job skills and college application training; and 4) year-long services and guidance throughout the process of gaining admission to college or obtaining a full-time job with career potential after graduation from high school.

The national sponsors include The Commonwealth Fund, John D. and Catherine T. MacArthur Foundation and the Gannett Foundation. The Career Beginnings Program is guided by a national advisory committee, chaired by Jerome H. Grossman, President of the New England Medical Center.

The administrator for the Career Beginnings Program is the Center for Human Resources, a department of Brandeis University's Heller School, located in Waltham, Massachusetts. The national program office at Brandeis provides technical assistance and training to each of the 25 Career Beginnings projects. Erik Payne Butler and Andrew Hahn are the Program Co-Directors, William M. Bloomfield is the Program Manager, and Betsy Baker is the Program Assistance Coordinator.

Mentoring is published by the Career Beginnings national office. Martha Goodman is the Editor. Inquiries, letters, comments, and suggestions for future bulletins are welcome. Please send correspondence to:

Mentoring
Career Beginnings
Center for Human Resources
Heller School
Brandeis University
Waltham, MA 02254-9110